The Easiest and Most Effective Way to be

Data Tracking in your Intervention Sessions

...and the 3 things you want to make sure to avoid.

Ascend - SMARTER Intervention

1

You will walk away today with...

- Knowledge of the 3 things you MUST avoid when taking data
- Our system to easily and effectively track data during sessions
- An understanding of how to use data to further inform your instruction
- Printable resources to start tracking your data more easily TODAY!

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Data Tracking

is one of those things we just can't get away from.

Whether you work in a school setting or you work in a private setting -

you absolutely must be collecting data.

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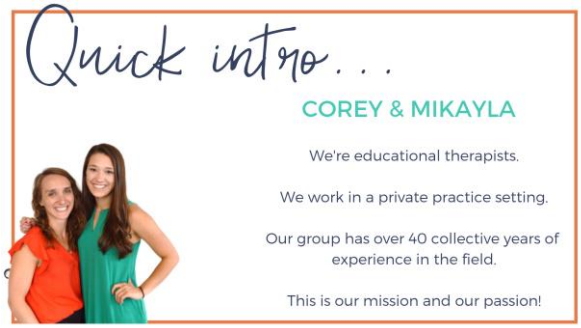

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First things first...

common mistakes

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1. Not taking data or having no clear system for taking data

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This looks like relying on memory and then trying to pull some data together just before progress monitoring is due.

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2. Having all of your students on different systems for data tracking

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This looks like a really complicated system in which you are trying to keep track of everyone's goals with different data collection systems.

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3. Not having a clear organization system for your data

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Look familiar?

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Now, let's dive in...

Not taking data is the biggest issue we face because it's easy to overestimate or underestimate a student's skills or abilities when we rely on our memory.

If you're seeing multiple students or groups per day your memory just isn't going to cut it.

But sometimes this feels easier because adding just one extra thing can feel impossible. Especially when you've got mixed groups.

12

We need to make data tracking easier...

The easiest way to do this is to have one system that you can "rinse and repeat" for your students.

This starts with effective goal setting.

13

Effective Goal Setting

	A	B	C	D	E	F	G	H	I	J	K	L
1	**Student Name:**											
2												
3	By his/her next progress monitoring session, Student Name will increase his/her independent reading level as demonstrated on the following scoring tool by increasing his/her score from a _____ to a _____											
4	Date:											
5	**Specific Needs:**											
6	Student Name will be able to blend, segment, and manipulate phonemes to given words/sounds to form new words in various structured activities											
7	Student Name will be able to decode single syllable/multisyllable closed syllable words in isolation.											
8	Student Name will be able to decode single syllable/multisyllable VCE words in isolation.											
9	Student Name will be able to decode single syllable/multisyllable R-controlled syllable words in isolation.											
10	Student Name will be able to decode single syllable/multisyllable open syllable words in isolation.											
11	Student Name will be able to decode single syllable/multisyllable vowel team syllable words in isolation.											
12	Student Name will be able to decode single syllable/multisyllable stable final syllable words in isolation.											
13	Student Name will be able to decode single syllable/multisyllable words of all six syllable types											
14	Student Name will be able to decode single syllable/multisyllable stable final syllable words in isolation.											
15												

14

How do we keep this simple?...

Make sure your students are as aligned as possible on goals.

Ideally, you want the following to hit on the Big 5 for Reading.

You can combine these into one goal with one rubric with non-subjective data points.

15

IDEALLY WE DON'T WANT TO BE TRACKING MORE THAN 6 CONCEPTS AT A TIME

If you are working individually it's easier to be tracking multiple concepts but for data tracking purposes in groups tracking more than that will decrease the integrity of your data.

16

How do we keep this simple? . . .

We want to make sure that our goals/concepts can be measured without subjectivity.

This means we need concepts that can be measured in a YES/NO manner.

The YES/NO will translate to +/- on your data sheet which is used to calculate percentages.

17

Step 1 -

Identify the key concepts you will be targeting and make sure the target is written in a yes/no format.

You want to aim for 5 to 10 trials of each concept for each student.

If you end up providing a student more than 10 trials, we recommend only counting the first 10 to keep it simple.

Individual Data Recording Sheet

Name:		
Date:		Grade:
Concept: Closed Syllable Decoding		
Prompts:	Total % Accuracy	Correct +/-
Concept: PA - Blending, Segmenting, Manipulating		
Prompts:	Total % Accuracy	Correct +/-
Concept: Vocabulary - Word Sort		
Prompts:	Total % Accuracy	Correct +/-
Concept: Fluency - Sentence Scooping		
Prompts:	Total % Accuracy	Correct +/-
Concept: Comprehension - 5 Components		
Prompts:	Total % Accuracy	Correct +/-
Concept:		
Prompts:	Total % Accuracy	Correct +/-

18

EXAMPLES

Decoding: Student will decode single and multisyllable closed syllable words in isolation.

Phonological Awareness: Student will blend, segment, and manipulate phonemes to given words/sounds to form new words in various structured activities.

Vocabulary/Morphology: Student will sort varied words by part of speech to indicate understanding.

Reading Fluency: Student will scoop sentences into appropriate phrases to support prosody and fluency.

Reading Comprehension: Student will answer questions related to main idea, direct recall, inferring, sequencing, and key vocabulary.

19

Step 2 -

Collect daily session data.
There are many ways to do this.

Individual Data Recording Sheet

Individual Data Recording Sheet

ST Individual - Data Recording Sheet

20

Step 2 -

If you've got a group - you can be tracking data for all students together even if their goals are different.

When you have a reading group you should be hitting on the 5 Core Components of Reading so even if goals aren't identical you should be able to group categories.

Group Data Recording Sheet

21

Step 3 -

If you are tracking using a daily log, you will need to compile into a long-term data sheet to see how performance is improving over time.

This will be the sheet that you will use to report on for progress monitoring for IEP or Summary of Progress data.

22

Best Case Scenario

In a literacy group, the best case is that you are using a structured literacy approach.

This means you follow the same routine and target the same set of skills for all students every session.

In this case you can create a data tracking specific to your lesson.

Here's ours!

23

Groups - Best Case

Structured Literacy Helps Groups Data Collection Run Smoother as Well:

24

This type of data tracking will create patterns that you can see visually very quickly.

It will allow you to see where breakdowns are occurring and in a group setting you will be able to see if it is a consistent breakdown or a student specific break down.

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Ideally, as you are collecting data when you get a

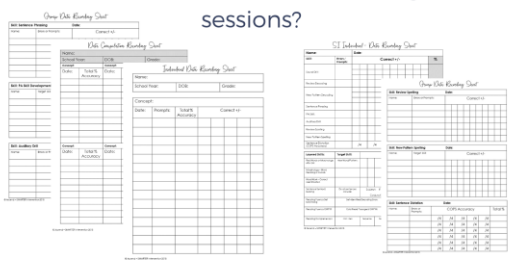
—

you would mark the type of error.

This will provide even more data that you can use right away as opposed to waiting for the progress monitoring period to end before doing some type of progress monitoring assessment.

26

So...what do I need to use this in my own sessions?



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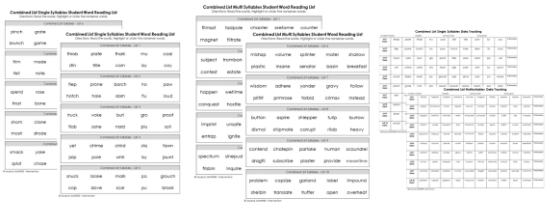
And...resources you are using in your intervention to track the skills.



grab this week's freebie!

28

and if you're thinking...

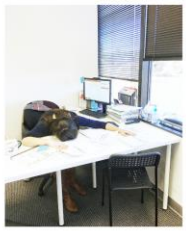
it would be nice to have a Structured Literacy System that helps make data tracking less effortful by getting all students working on the skills they need to be successful,

we'd love to tell you about how you can work with us on a deeper level.

29

The best way to get rid of this feeling

is to have a system that meets the needs/goals of ALL your struggling readers



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Which means you need to have a systematic order and approach to your lessons.

When you have a system EVERYTHING, including data tracking, gets SO MUCH EASIER.

31

Imagine:

Not spending HOURS planning because you have to pull from multiple different programs to meet the diverse needs of your students.

32

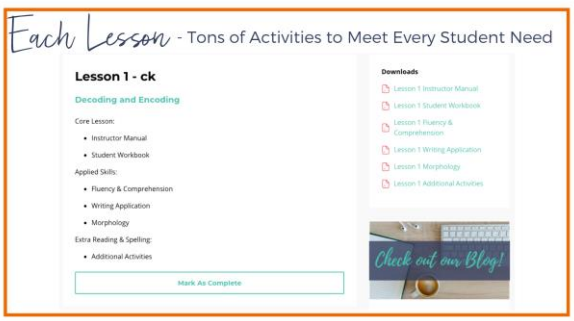
Imagine:

Having a one-stop-shop to grab everything you need for diverse needs of your students!

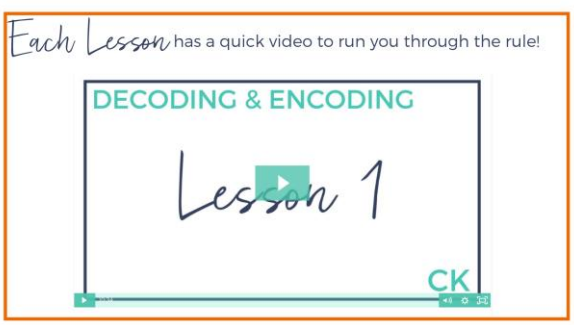
33

Two Levels - 75 Done for You, Print & Go Lessons
Foundations
Lesson 1 - Introduction to letters c and o
Lesson 2 - Introduction to letters a and d
Lesson 3 - Introduction to letters g and m
Lesson 4 - Introduction to letters l and h
Lesson 5 - Introduction to letters t and i
Lesson 6 - Introduction to letters j and k
Lesson 7 - Introduction to letters p and u
Lesson 8 - Introduction to letters b and r
Decoding and Encoding
Introductory Lesson
Lesson 1 - ck
Lesson 2 - FLOSS
Lesson 3 - tch
Lesson 4 - dge
Lesson 5 - Rabbit Syllable Division
Lesson 6 - VCE
Lesson 7 - Reptile Syllable Division

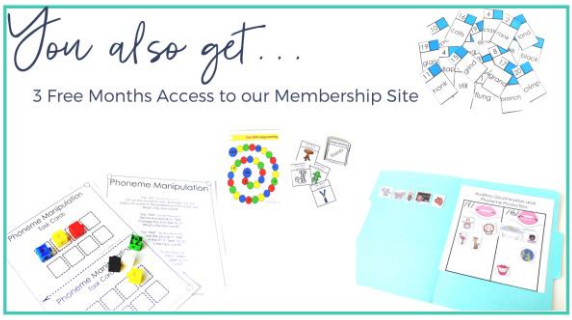
34


Each Lesson - Tons of Activities to Meet Every Student Need
Lesson 1 - ck
Decoding and Encoding
Core Lesson:
Instructor Manual
Student Workbook
Applied Skills:
Fluency & Comprehension
Writing Application
Morphology
Extra Reading & Spelling:
Additional Activities
Mark As Complete
Downloads
Lesson 1 Instructor Manual
Lesson 1 Student Workbook
Lesson 1 Fluency & Comprehension
Lesson 1 Writing Application
Lesson 1 Morphology
Lesson 1 Additional Activities
Check out our Blog!

35


Each Lesson has a quick video to run you through the rule!
DECODING & ENCODING
Lesson 1
CK

36



37

Curriculum Resources

$179 for 75 Lessons

- Instructor Manual
- Student Workbook
- Applied Skills
- Additional Activities
- Leveled Spelling Lists & Home Practice

38

Questions?

www.smarterintervention.com/datatracking

39